

DOCUMENT RESUME

ED 233 161

CE 036 627

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TITLE A Model Program for Sex Equity in Vocational Education. Final Report from July 1, 1982 to June 30, 1983.
INSTITUTION Santa Fe Community Coll., Gainesville, Fla.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE 30 Jun 83
NOTE 59p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Career Awareness; *Demonstration Programs; *Employment Opportunities; Models; Nontraditional Occupations; Postsecondary Education; *Sex Fairness; Sex Role; *Sex Stereotypes; *Vocational Education; Work Environment
IDENTIFIERS Florida; *Santa Fe Community College FL

ABSTRACT

The sex equity program at Santa Fe Community College in Florida has become instrumental in an ongoing reeducation process in making people aware of the numerous career opportunities available to them and in dispelling myths about sex role stereotyping in the world of work. Included among the goals and objectives of the program are the following: to increase awareness of career choices in vocational education with particular emphasis on nontraditional careers for men and women, to increase the recruitment of individuals into nontraditional vocational programs, to continue to educate students and others about nontraditional vocational careers, to provide supportive and job services to students enrolled in nontraditional vocational education programs at Santa Fe Community College, and to plan and implement specialized short-term technical training programs in cooperation with local industry. To meet the needs of target populations, such as displaced homemakers, minorities, and disadvantaged persons, project staff provided a variety of services, including career and personal counseling, workshops, employability skills training, and general education development (GED) preparation. During the past year, 75 percent of the 50 individuals who attended the project's video game and vending machine repair program were hired into entry-level positions earning more than minimum wage. Furthermore, graduates from previous project-developed training programs continue to be placed. (MN)

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Final Report

Project No. O12-2V00-22N31

From July 1, 1982 to June 30, 1983

A Model Program
for
Sex Equity in Vocational Education

Santa Fe Community College
3000 N. W. 83 Street
Gainesville, Florida 32602

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ACKNOWLEDGMENTS

Through the years the Sex Equity Program has been extremely fortunate to receive the support of numerous individuals and agencies. Because of this firm commitment to the philosophies of Sex Equity, the program has been able to provide community services to help enhance and enrich many lives. It would be impossible to name all of those individuals and agencies that have been supportive. However, there are a few that the program would like to acknowledge. These persons and agencies have demonstrated a high degree of commitment to Sex Equity and have worked with diligence and involvement that surpass any customary sense of responsibility. Sex Equity first acknowledges the Florida State Department of Vocational Education for its continued funding of the program. Special thanks are extended to Santa Fe Community College for its support and continued sponsorship of the Sex Equity grant.

Alachua and Bradford County High School counselors and teachers

David Balogh, Bally Electronics

Joseph Brannon, Director
Comprehensive Employment and Training Programs

Florida State Employment Service

Patsy Frenchman and staff
of the Santa Fe Community College Work Exploration Program

Dr. Jack Fuller, Dean of Vocational Education
Santa Fe Community College

Tom Larocca, Wometco Vending of Gainesville

Jim Ray and Bob McElgun, Servomation Corporation

Dr. Pat Smittle and the staff
of the Individual Manpower Training System Program (IMTS Lab)

Joan Suchorski, Coordinator of the Private Industry Council,
Gainesville Area Chamber of Commerce

Lloyd Woodard, Eli-Witt Company

ABSTRACT

The Sex Equity Program at Santa Fe Community College, funded by the Florida Department of Education, Division of Vocational Education, has become instrumental in an ongoing re-education process making people aware of the numerous career opportunities available to them, and in dispelling the myths about sex-role stereotyping in the world of work. The Sex Equity Program continued throughout the year to pursue its goals of awareness/recruitment, education, support/job placement, and training programs. More concerted efforts were made to meet the needs of displaced homemakers, minorities and disadvantaged persons this year. Career and personal counseling, workshops, employability skills, and General Education Development (G.E.D.) preparation were just some of the services that the program continued to offer.

This year the Sex Equity Program submitted a proposal to the League of Innovation in Community Colleges, a nation-wide consortium of over 45 community colleges. The proposal was accepted and a multi-media showcase presentation on the Sex Equity Program was designed, produced, and presented (in Miami) at the League's National Conference in September, 1982. This multi-media presentation has been an excellent tool for recruitment/awareness. A television show on nontraditional workers was also produced by the program which was aired several times on cable T.V.

A major goal of the Sex Equity Program was the development and implementation of a concentrated short-term training program to help minorities, displaced homemakers and other disadvantaged groups acquire a marketable skill. To meet labor market needs, this past spring, the Sex Equity Program offered Video Game and Vending Machine Repair as its short-term training program. The training program was initiated by selecting an advisory council to assist in the development and design. The advisory council members consisted of individuals from Santa Fe Community College and members of the industry such as Bally Electronics and Wometco Vending. Over 50 individuals applied for the training program; the majority were from our targeted populations. Seventy-five percent of the graduates in the Video Game and Vending Machine Repair Training Program were hired in entry-level positions earning more than minimum wage. Because of the excellent liaison relationships with community agencies, businesses and industry, graduates from previous training programs continue to be placed. The Sex Equity Program has consistently demonstrated its excellent linkages within the community by placing high percentages of training program graduates.

INTRODUCTION

During the past several years, the presence of sex role stereotyping and its debilitating effect has been brought to the public's attention. Sex role stereotyping has particularly affected the career opportunities of women who cluster in only a handful of jobs which tend to be low paying and show little promise of advancement. Most working women are employed in just five occupations: secretary, elementary school teacher, retail sales clerk, bookkeeper, and waitress. However, there are very few basic differences in job-related abilities between males and females. The few sex-linked differences that have been found do not seem to be important enough to make persons of one sex consistently better suited for particular jobs than persons of the other sex. Although most males are physically stronger than most females and may be better able to do jobs requiring great strength, the number of these jobs is rapidly decreasing with the introduction of new technologies.

Because of occupational segregation, women earn 59 percent of what men earn. One of the consequences of this isolation is that women college graduates earn less than men with eighth grade educations.

The State of Florida Department of Education Division of Vocational Education has responded to the crucial needs of women by funding A Model Program for Sex Equity in Vocational Education at Santa Fe Community College. The Sex Equity Program was developed to facilitate sex equity in vocational career choice, education, employment and training. The populations in greatest need of these services have been identified as displaced homemakers, disadvantaged persons, and minorities.

The Sex Equity Program focused on four major areas: awareness/recruitment, education, support/job placement, and technical training programs. The awareness/recruitment component of the grant sought to increase community awareness of career choices in vocational education with emphasis on nontraditional careers for women and men. Recruitment into nontraditional programs was also a major outcome of the community awareness campaign. The education segment of the Sex Equity Program sought to educate students about nontraditional vocational careers through college courses and audio-visual materials. The third component, support/job placement services, was provided to students enrolled in both nontraditional vocational education programs and training programs at Santa Fe Community College. The last and most unique feature of the Sex Equity Program was the development and implementation of short-term

technical training programs in conjunction with local industry. These training programs were designed to train and employ individuals from the grant's target population in job areas indicated by local labor market needs.

The goals and objectives of the Sex Equity Program sought to offset the socialization forces in our society that have restricted this culture's vision of women and the world of work. Through constant community awareness, the Sex Equity Program has helped eliminate barriers which restrict the employment choices of women. An increase in both non-traditional workers and students enrolled in nontraditional vocational courses is evidence of positive movement forward.

A factor which guided the programs strategy was the economy. A no growth budget for the program forced austerity measures and curtailed the chance for major expansion. The national and local recession, with its high unemployment and low demand for workers, presented obstacles for locating and developing a practical training program. The poor employment market also mandated that more program resources be diverted into job placement efforts.

This year the program improved on past successes and laid the groundwork for future accomplishments. Along these lines, the program continued to provide all of the services of previous years. It further developed the networks and liaisons with nontraditional workers, with local industry and with a U. S. Department of Labor grant for placing women and minorities in nontraditional work. The program increased its efforts in publicity and the development of materials for awareness/recruitment. It developed an entirely new training program in a high-growth industry. This program is likely to be offered in coming years. Job placement also improved this year. Each of these accomplishments contributed to a successful year for the Sex Equity Program.

A complete and specific listing of the goals and objectives of the Sex Equity Program for 1982-1983 follows:

AWARENESS/RECRUITMENT

TO CONTINUE A COMMUNITY WIDE CAMPAIGN TO INCREASE AWARENESS OF CAREER CHOICES IN VOCATIONAL EDUCATION WITH PARTICULAR EMPHASIS ON NONTRADITIONAL CAREERS FOR MEN AND WOMEN, AND TO INCREASE THE RECRUITMENT OF INDIVIDUALS INTO NONTRADITIONAL VOCATIONAL PROGRAMS.

A. To conduct workshops and give presentations for schools, industry,

and community groups on nontraditional vocational career opportunities, the best jobs for women in the 1980's, the benefits of nontraditional careers, and sex-role stereotyping.

- B. To have organizations publish articles on the Sex Equity Vocational Education Program in their newsletters, newspapers, and other relevant publications.
- C. To revise and disseminate current flyers, posters and brochures on nontraditional vocational education career opportunities and benefits, the best careers in the 1980's and the Sex Equity Vocational Education Program.
- D. To prepare public service announcements for airing on radio and television about the Sex Equity Vocational Education Program at Santa Fe Community College.
- E. To continue working relationships with CETA, Florida State Employment Services, Alachua and Bradford Counties' School Boards, Gainesville Area Chamber of Commerce as a member of the Private Industry Council and local industry.
- F. To continue to advocate the use of sex-fair language, content, and pictures in all of Santa Fe Community College vocational education recruitment and classroom materials.
- G. To provide career counseling and guidance to individuals interested in exploring nontraditional vocational careers, particularly for displaced homemakers, economically disadvantaged persons, and minorities.
- H. To sponsor a career fair where individuals can explore careers with representatives from various occupational fields from the community. Among those serving on the Advisory Committee are representatives from Santa Fe Community College, the Gainesville Area Chamber of Commerce and Alachua and Bradford Counties' School Boards.

EDUCATION

TO CONTINUE TO EDUCATE STUDENTS AND OTHERS ABOUT NONTRADITIONAL VOCATIONAL CAREERS.

- A. To offer students the credit course, "Occupational Alternatives for Women: A Survey Course on Nontraditional Careers" as part of the regular Santa Fe Community College vocational education curriculum.
- B. To conduct educational workshops/seminars for students enrolled at Santa Fe Community College using the program's acquired written and

audio-visual educational materials on nontraditional careers, sex-role stereotyping, and women in the labor market. Students, faculty, staff, and the community will also be encouraged to take advantage of these resources.

- C. To educate new personnel at Santa Fe Community College about the Sex Equity Vocational Education Program and its services.

SUPPORT/JOB PLACEMENT

TO PROVIDE SUPPORTIVE AND JOB PLACEMENT SERVICES TO STUDENTS ENROLLED IN NONTRADITIONAL VOCATIONAL EDUCATION PROGRAMS AT SANTA FE COMMUNITY COLLEGE.

- A. To provide programs appropriate to the needs of these students as stated in the "Santa Fe Community College Vocational Education Needs Assessment of Nontraditional Program Participants."
- B. To provide counseling to all students enrolled in nontraditional programs as needed and serve as a referral when necessary.
- C. To provide essential information through workshops/seminars and individual conferences to these students on the skills necessary for seeking and maintaining employment.
- D. To assist students in the nontraditional vocational education programs with placement by serving as a liaison between employers and students.
- E. To establish a network of perspective students interested in nontraditional programs with students currently enrolled in nontraditional vocational education programs for their sex at Santa Fe Community College and to establish a network between those students graduating from nontraditional vocational education programs for their sex at Santa Fe Community College with persons of the same gender working in the same occupational field in the community.

TRAINING PROGRAMS

TO PLAN AND IMPLEMENT SPECIALIZED, SHORT-TERM, TECHNICAL TRAINING PROGRAMS IN CONJUNCTION WITH LOCAL INDUSTRY, THE GAINESVILLE AREA CHAMBER OF COMMERCE AND SANTA FE COMMUNITY COLLEGE.

TRAINING PROGRAM I

- A. To re-establish the Advisory Council of one of the previous technical training programs. The training program to be repeated will be determined by labor market needs in the local community at that time.

- B. To make the necessary physical arrangements, gather essential teaching materials, and contract instructors.
- C. To recruit, interview, test, and select participants for the training program.
- D. To orientate participants to the particular training program in which they are enrolled.
- E. To implement the short-term technical training program.
- F. To facilitate job placement of the short-term training program graduates by serving as a liaison between students and interested employers.
- G. To conduct an evaluation at the conclusion of the special training program by participants and the Advisory Council, and a six month follow-up evaluation of training program graduates and their supervisors.

TRAINING PROGRAM II

- A. To establish an Advisory Council with educators and individuals from the community interested in cooperating in a pre-apprenticeship plumbing training program.
- B. To have the Advisory Council establish the curriculum for the short-term technical training program sponsored.
- C. To make necessary physical arrangements, gather essential teaching materials, and contract instructors.
- D. To recruit, interview, test, and select participants for the pre-apprenticeship plumbing training program.
- E. To orientate participants to the short-term training program in which they are enrolled.
- F. To implement the sponsored short-term pre-apprenticeship plumbing training program.
- G. To facilitate job placement of the sponsored short-term training program graduates by serving as a liaison between students and interested employers.
- H. To conduct an evaluation at the conclusion of the special training program by participants and the Advisory Council, and a six month follow-up evaluation of training program graduates and their supervisors.

METHODS

TRAINING PROGRAM III

- A. TO COOPERATE IN THE PLANNING AND IMPLEMENTATION OF A TRAINING PROGRAM WITH SNATA FE COMMUNITY COLLEGE DIVISION OF VOCATIONAL EDUCATION AND ANHEUSER-BUSCH METAL CONTAINERS CORPORATION AND THE FLORIDA INDUSTRY SERVICES PROGRAM. (ANHEUSER-BUSCH METAL CONTAINERS CORPORATION IS A NEW INDUSTRY COMING TO GAINESVILLE WITH PRODUCTION STARTING DECEMBER, 1982.)

I. AWARENESS/RECRUITMENT

TO CONTINUE A COMMUNITY WIDE CAMPAIGN TO INCREASE AWARENESS OF CAREER CHOICES IN VOCATIONAL EDUCATION WITH PARTICULAR EMPHASIS ON NONTRADITIONAL CAREERS FOR MEN AND WOMEN, AND TO INCREASE THE RECRUITMENT OF INDIVIDUALS INTO NONTRADITIONAL VOCATIONAL PROGRAMS.

- A. TO CONDUCT WORKSHOPS AND GIVE PRESENTATIONS FOR SCHOOLS, INDUSTRY, AND COMMUNITY GROUPS ON NONTRADITIONAL VOCATIONAL CAREER OPPORTUNITIES, THE BEST JOBS FOR WOMEN IN THE 1980'S, THE BENEFITS OF NONTRADITIONAL CAREERS, AND SEX-ROLE STEREOTYPING.

Over the last several years, the Sex Equity Program has responded to requests for informational presentations in the high schools, colleges and community. This year, the program began to formalize the offerings in such areas as sex-role stereotyping, best jobs in the '80's, assertiveness training, and the benefits of non-traditional careers for women. Early in the fall Vocational Guidance Counselors from all high schools within Alachua and Bradford Counties were notified about the Sex Equity Program Services. The program offered to make presentations to area secondary students at any reasonable forum, whether that be school assemblies or special events like career fairs. Special efforts were made to contact programs that were more likely to deal with Sex Equity's target populations. This included the Alachua County School Board's Project Accept (see Appendix A), a special program for pregnant teenagers, and the CETA GED program (see Appendix B). The Sex Equity workshops were also available to Santa Fe Community College programs and classes. Sex Equity staff worked directly with the office of Minority Student Affairs and their RISE (Reaching into Student Environments) Program (see Appendix C). This provided an opportunity for recruitment in the housing projects.

In addition, business and professional groups expressed an interest in Sex Equity Program offerings.

- B. TO HAVE ORGANIZATIONS PUBLISH ARTICLES ON THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM IN THEIR NEWSLETTERS, NEWSPAPERS, AND OTHER RELEVANT PUBLICATIONS.

The publication of articles in newsletters and newspapers was extremely important as an outreach method. Area newspapers such as the Gainesville Sun and the Florida Times-Union were approached about writing articles featuring Sex Equity's training program.

In addition, Santa Fe Community College's "Focus on Women" program publishes a semi-annual newsletter in which an article on the training program was published. The Sex Equity Program received requests for articles to newsletters relevant to other targeted populations. This included the Community Action Newsletter published by the Central Florida Community Action Agency and the Network News published by the Orlando Displaced Homemaker Program. An article was also submitted to the bulletin of the U. S. Chamber of Commerce at the request of the National Advisory Council on Vocational Education.

- C. TO REVISE AND DISSEMINATE CURRENT FLYERS, POSTERS AND BROCHURES ON NONTRADITIONAL VOCATIONAL EDUCATION CAREER OPPORTUNITIES AND BENEFITS, THE BEST CAREERS IN THE 1980'S AND THE SEX EQUITY IN VOCATIONAL EDUCATION PROGRAM.

The program's major recruitment brochure for Sex Equity and Santa Fe Community College Vocational Education programs highlights nontraditional careers for women and their benefits (see Appendix D). In addition, Sex Equity staff have prepared two flyers, one announced the Video Game and Vending Machine Repair Training Program (see Appendix E). The second informed SIGI program users of nontraditional career opportunities (see Appendix F). All recruitment materials were widely disseminated on campus and in the community to service-providing agencies, businesses and industry.

Program staff were responsible for the general design of these materials. The staff coordinated and solicited the actual production from other college departments. In-house departments provided the photography, graphics, layout and printing. Therefore, program costs remained low.

- D. TO PREPARE PUBLIC SERVICE ANNOUNCEMENTS FOR AIRING ON RADIO AND TELEVISION ABOUT THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM AT SANTA FE COMMUNITY COLLEGE.

During 1982-1983 the Sex Equity Program received considerable exposure on local radio and television stations. One of the grant's most significant contributions to this area was the preparation and production of an hour long T.V. talk show. "A Look at Nontraditional Workers" was moderated by the Project Coordinator and was produced at Santa Fe Community College by Sex Equity and Santa Fe staff. The Sex Equity Program identified workers from the community who were employed in nontraditional areas and who volunteered to appear on the program. Their occupations ranged from policewomen to male nurse to female building contractor. Arrangements were made to air the show several times on cable T.V.

"The Kim Edstrom Show," a local T.V. talk show, was contacted about producing a program on women in nontraditional careers. The Sex Equity Program, in conjunction with the local T.V. station, planned a program featuring the Project Coordinator along with four local female nontraditional workers, a firefighter, a parts manager at a heavy implements dealership, an electronics student, and a county building inspector. The following public service announcements were aired on radio and T.V.; one encouraged employers to hire displaced homemakers, the second urged displaced homemakers to enroll in training programs, and still others were used to recruit for Sex Equity Programs.

- E. TO CONTINUE WORKING RELATIONS WITH CETA, FLORIDA STATE EMPLOYMENT SERVICES, ALACHUA AND BRADFORD COUNTY SCHOOL BOARDS, GAINESVILLE AREA CHAMBER OF COMMERCE AS A MEMBER OF THE PRIVATE INDUSTRY COUNCIL, AND LOCAL INDUSTRY.

This year the program strengthened its working relationships with crucial agencies such as CETA, Florida State Employment Service, and the Gainesville Area Chamber of Commerce. These ties helped implement successful training programs. They also enhanced the program's function as a liaison between employers and students for purposes of job placement. These agencies now refer individuals who need career and personal counseling, employability skills, and nontraditional career academic advisement.

In 1982-83 Santa Fe Community College and the Sex Equity Program worked with the Florida AFL-CIO United Labor Agency (U.L.A.). This is a U. S. Department of Labor grant program designed to enroll minorities and women. Special emphasis is placed on hiring women in nontraditional apprenticeable occupations. Santa Fe provided office space, and phone service. The Sex Equity Program supplied some secretarial services to the U.L.A. The Program arranged meetings between the U.L.A. representative and vocational education instructors and appropriate campus service programs. In addition, Sex Equity arranged and hosted a meeting between the U.L.A. staff member and representatives from service-providing agencies in the community. Because the goals of the Sex Equity Program and the U.L.A. were similar, support was provided whenever possible.

Another vital connection was between the Sex Equity Program and Alachua County's Private Industry Council. This relationship helped the program determine community employment needs and aided in implementing an intensive short-term training program in order to reduce employment shortages. The Sex Equity Program Coordinator was appointed by the Alachua County Commission, and participated

in the council's youth subcommittee.

A relatively new relationship was established with the U. S. Labor Compliance Department. This agency is responsible for identifying industries in the Alachua and Bradford County area that are not in compliance with federal employment guidelines regarding women and minorities. The Sex Equity Program offered to assist these industries in hiring women and minorities.

- F. TO CONTINUE TO ADVOCATE THE USE OF SEX-FAIR LANGUAGE, CONTENT, AND PICTURES IN ALL OF SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION RECRUITMENT AND CLASSROOM MATERIALS.

Each year the Sex Equity Program reviews brochures and other recruitment materials distributed by Santa Fe's Department of Vocational Education. This insures that these materials use sex-fair language, content and pictures. If these materials are lacking in any of these areas, recommendations are made to the particular vocational area with a copy to the Dean of Vocational Education. The Sex Equity Program offered assistance with the preparation of any new brochures.

- G. TO PROVIDE CAREER COUNSELING AND GUIDANCE TO INDIVIDUALS INTERESTED IN EXPLORING NONTRADITIONAL VOCATIONAL CAREERS, PARTICULARLY FOR DISPLACED HOMEMAKERS, ECONOMICALLY DIS-ADVANTAGED PERSONS, AND MINORITIES.

Guidance and counseling services are a vital component of the Sex Equity Program. Both individual and group counseling sessions were provided during the year to meet the need for career counseling services among the target population. During the counseling sessions, Santa Fe Community College Vocational Education nontraditional careers and their benefits were stressed. When appropriate individuals were referred to Santa Fe's Work Exploration unit for mechanical aptitude testing. The Sex Equity Program provided G.E.D. information and pre-testing services. Once the individual passed the G.E.D., they then returned to the Sex Equity Program for further career counseling and guidance.

Other individuals contacted the program for counseling services dealing with more personal matters. Information on stress management, time management and other coping skills were provided to these clients so that they would be better equipped not only to handle their personal problems but to move on to career decision-making.

Group sessions in career exploration were provided to both Santa Fe Community College students and to members of the community. These sessions emphasized nontraditional careers, best jobs in the '80's and employability skills. These workshops helped recruit students in the vocational technical areas.

To aid in the counseling component, a practicum student from the graduate program in Counseling Education at the University of Florida was recruited and supervised by the Sex Equity staff.

- H. TO SPONSOR A CAREER FAIR WHERE INDIVIDUALS CAN EXPLORE CAREERS WITH REPRESENTATIVES FROM VARIOUS OCCUPATIONAL FIELDS FROM THE COMMUNITY. AMONG THOSE SERVING ON THE ADVISORY COMMITTEE ARE REPRESENTATIVES FROM SANTA FE COMMUNITY COLLEGE, THE GAINESVILLE AREA CHAMBER OF COMMERCE AND ALACHUA AND BRADFORD COUNTIES' SCHOOL BOARDS.

Because of logistical and economic reasons, the college decided not to undertake a Career Awareness Day Program in 1982-1983. However, many of the high school counselors and vocational specialists felt that the success of last year's Career Awareness Days indicated a need to continue programs which disseminated career information. The Sex Equity Program was asked to participate in local high school career fairs representing nontraditional vocational education programs. Brochures, flyers, and handouts on Sex Equity and job opportunities were distributed and a staff member was present for career counseling.

II. EDUCATION

TO CONTINUE TO EDUCATE STUDENTS AND OTHERS ABOUT NONTRADITIONAL VOCATIONAL CAREERS.

- A. TO OFFER STUDENTS THE CREDIT COURSE, "OCCUPATIONAL ALTERNATIVES FOR WOMEN: A SURVEY COURSE ON NONTRADITIONAL CAREERS" AS PART OF THE REGULAR SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION CURRICULUM.

The course "Occupational Alternatives for Women: A Survey Course on Nontraditional Careers" has been taught twice. The three-credit course was designed and initiated specifically to increase the enrollment of women in nontraditional programs at Santa Fe Community College and/or vocational careers in the community.

In the past, CETA was the funding agency for instructional costs. However, during this grant year, CETA faced economic cutbacks and its program was moved off-campus. Alternate funding sources were explored but the monies had been previously committed. Consequently, the course was unable to be offered.

- B. TO CONDUCT EDUCATIONAL WORKSHOPS/SEMINARS FOR STUDENTS ENROLLED AT SANTA FE COMMUNITY COLLEGE USING THE PROGRAM'S ACQUIRED WRITTEN AND AUDIO-VISUAL EDUCATIONAL MATERIALS ON NONTRADITIONAL CAREERS, SEX-ROLE STEREOTYPING, AND WOMEN IN THE LABOR MARKET. STUDENTS, FACULTY, STAFF, AND THE COMMUNITY WILL ALSO BE ENCOURAGED TO TAKE ADVANTAGE OF THESE RESOURCES.

Educational workshops/seminars were provided to Santa Fe Community College students. Workshops included information about the labor market, sex role stereotyping, employability skills, nontraditional careers, and counseling. Vocational journals, newsletters, educational bulletins and a number of other sources provided a more complete and updated collection of materials in these specific areas. Films, film strips, slide presentations, audio and video cassettes and other educational materials are also utilized during these workshops. Publication lists were constantly reviewed in an effort to locate sex-fair materials. Unfortunately, most of today's audio-visual materials are still encouraging sex-role stereotypes and depict women and men in traditional roles and occupations. The available materials have been carefully screened to meet the program's strict standards.

- C. TO EDUCATE NEW PERSONNEL AT SANTA FE COMMUNITY COLLEGE ABOUT THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM AND ITS SERVICES.

Because the Sex Equity Program is unique to the college and community, efforts are directed toward increasing the awareness of faculty and staff about the purpose of the program, the success of previous training programs and the goals of the current grant. In attempting to achieve this objective, the program distributes brochures and other materials, meets informally early in the grant with vocational education faculty and involves the technical instructors in the curriculum design and implementation of the short-term training programs.

III. SUPPORT/JOB PLACEMENT

TO PROVIDE SUPPORTIVE AND JOB PLACEMENT SERVICES TO STUDENTS ENROLLED IN NONTRADITIONAL VOCATIONAL EDUCATION PROGRAMS AT SANTA FE COMMUNITY COLLEGE.

- A. TO PROVIDE PROGRAMS APPROPRIATE TO THE NEEDS OF THESE STUDENTS AS STATED IN THE "SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION NEEDS ASSESSMENT OF NONTRADITIONAL PROGRAM PARTICIPANTS."

One of the findings of the needs assessment survey, conducted in 1981-1982 with vocational education students enrolled in majors nontraditional for their sex was the desire for workshops and seminars. These workshop topics included employability skills, time/stress management, and assertiveness training. Several workshops were planned to meet this need.

- B. TO PROVIDE COUNSELING TO ALL INDIVIDUALS ENROLLED IN NON-TRADITIONAL PROGRAMS AS NEEDED AND SERVE AS A REFERRAL WHEN NECESSARY.
- C. TO PROVIDE ESSENTIAL INFORMATION THROUGH WORKSHOPS/SEMINARS AND INDIVIDUAL CONFERENCES TO THESE STUDENTS ON THE SKILLS NECESSARY FOR SEEKING AND MAINTAINING EMPLOYMENT.
- D. TO ASSIST STUDENTS IN THE NONTRADITIONAL VOCATIONAL EDUCATION PROGRAMS WITH PLACEMENT BY SERVING AS A LIAISON BETWEEN EMPLOYERS AND STUDENTS.

There are two unique populations of nontraditional students at Santa Fe Community College to whom the Sex Equity Program provided counseling; the nontraditional students enrolled as vocational education majors and participants in the Video Game and Vending Machine Repair Training Program. These students received both group and individual counseling from program staff. Individualized counseling sessions consisted of personal problem-solving and decision-making while group counseling mainly concentrated on career and employability skills exploration. Many of the college vocational education programs do not offer instruction in job-seeking skills. Therefore, more and more nontraditional students sought out information about resume writing, interviewing and other job skills from the Sex Equity Program. Career exploration counseling highlighted job market trends and the economic outlook.

The Sex Equity Program is increasingly recognized as a liaison between employers, nontraditional vocational education students, and training program participants. Because of the grant's close relationship with the United Labor Agency, CETA, the Florida State Employment Service and business and industry, more non-traditional students are employed. The Sex Equity Program was also utilized as a referral source for companies that employ persons in nontraditional jobs.

- E. TO ESTABLISH A NETWORK OF PROSPECTIVE STUDENTS INTERESTED IN NONTRADITIONAL PROGRAMS WITH STUDENTS CURRENTLY ENROLLED IN NONTRADITIONAL VOCATIONAL EDUCATION PROGRAMS FOR THEIR SEX AT SANTA FE COMMUNITY COLLEGE WITH PERSONS OF THE SAME GENDER WORKING IN THE SAME OCCUPATIONAL FIELD IN THE COMMUNITY.

In order to provide students in nontraditional careers with role models from the work force in the community, telephone contacts were made. A list of individuals in nontraditional areas who were willing to discuss job market possibilities, salaries,

working conditions and other work related topics was available to students. These nontraditional workers were also willing to participate in media presentations, public forums and high school appearances.

IV. TRAINING PROGRAMS

TO PLAN AND IMPLEMENT SPECIALIZED, SHORT-TERM, TECHNICAL TRAINING PROGRAMS IN CONJUNCTION WITH LOCAL INDUSTRY, THE GAINESVILLE AREA CHAMBER OF COMMERCE AND SANTA FE COMMUNITY COLLEGE.

TRAINING PROGRAM I

- A. TO RE-ESTABLISH THE ADVISORY COUNCIL OF ONE OF THE PREVIOUS TECHNICAL TRAINING PROGRAMS. THE TRAINING PROGRAM TO BE REPEATED WILL BE DETERMINED BY LABOR MARKET NEEDS IN THE LOCAL COMMUNITY AT THAT TIME.
- B. TO MAKE THE NECESSARY PHYSICAL ARRANGEMENTS, GATHER ESSENTIAL TEACHING MATERIALS, AND CONTRACT INSTRUCTORS.
- C. TO RECRUIT, INTERVIEW, TEST, AND SELECT PARTICIPANTS FOR THE TRAINING PROGRAM.
- D. TO ORIENT PARTICIPANTS TO THE PARTICULAR TRAINING PROGRAM IN WHICH THEY ARE ENROLLED.
- E. TO IMPLEMENT THE SHORT-TERM TECHNICAL TRAINING PROGRAM.
- F. TO FACILITATE JOB PLACEMENT OF THE SHORT-TERM TRAINING PROGRAM GRADUATES BY SERVING AS A LIAISON BETWEEN STUDENTS AND INTERESTED EMPLOYERS.
- G. TO CONDUCT AN EVALUATION AT THE CONCLUSION OF THE SPECIAL TRAINING PROGRAM BY PARTICIPANTS AND THE ADVISORY COUNCIL, AND A SIX MONTH FOLLOW-UP EVALUATION OF TRAINING PROGRAM GRADUATES AND THEIR SUPERVISORS.

Each year the Sex Equity Program has implemented the short-term training programs to provide marketable job skills to individuals of the target population. Before planning a training program, the Sex Equity staff reviewed the literature on job market trends, growth industries and other successful training programs. Labor market surveys and information from the State of Florida Department of Labor and Employment Security, Alachua County Florida State Employment Service and the Gainesville Area Chamber of Commerce were analyzed. Before deciding on a particular training program, a telephone survey of local

employers was conducted to identify needs for employees. If the market will bear repeating a previous training program, the advisory council would be re-established.

However, when advisory council members and local businesses and industry involved with past training programs were contacted, it was determined that successful job placement for graduates from any repeated training program would be difficult owing to the depressed economic outlook. Therefore, repeating a previous training program was not advisable. Accordingly, efforts were directed elsewhere.

TRAINING PROGRAM II

- A. TO ESTABLISH AN ADVISORY COUNCIL WITH EDUCATORS AND INDIVIDUALS FROM THE COMMUNITY INTERESTED IN COOPERATING IN A PRE-APPRENTICESHIP PLUMBING TRAINING PROGRAM.
- B. TO HAVE THE ADVISORY COUNCIL ESTABLISH THE CURRICULUM FOR THE SHORT-TERM TECHNICAL TRAINING PROGRAM SPONSORED.
- C. TO MAKE NECESSARY PHYSICAL ARRANGEMENTS, GATHER ESSENTIAL TEACHING MATERIALS, AND CONTRACT INSTRUCTORS.
- D. TO RECRUIT, INTERVIEW, TEST, AND SELECT PARTICIPANTS FOR THE PRE-APPRENTICESHIP PROGRAM.
- E. TO ORIENT PARTICIPANTS TO THE SHORT-TERM TRAINING PROGRAM IN WHICH THEY ARE ENROLLED.
- F. TO IMPLEMENT THE SPONSORED SHORT-TERM PRE-APPRENTICESHIP PLUMBING TRAINING PROGRAM.
- G. TO FACILITATE JOB PLACEMENT OF THE SPONSORED SHORT-TERM TRAINING PROGRAM GRADUATES BY SERVING AS A LIAISON BETWEEN STUDENTS AND INTERESTED EMPLOYERS.
- H. TO CONDUCT AN EVALUATION AT THE CONCLUSION OF THE SPECIAL TRAINING PROGRAM BY PARTICIPANTS AND THE ADVISORY COUNCIL, AND A SIX MONTH FOLLOW-UP EVALUATION OF TRAINING PROGRAM GRADUATES AND THEIR SUPERVISORS.

Before launching into a pre-apprenticeship plumbing training program (Objective F above), a complete survey of labor market needs in the community was performed in the manner described above (See Training Program I). It became apparent the projected demand for plumbers had not materialized. The housing industry was depressed and there was not the need for their services.

Economically, this past year was difficult for most industries except for a few, relatively new, growth industries. Therefore, the Sex Equity Program capitalized on a new phenomenon (video games) and combined it with a steady industry (vending machines) to formulate a training program that would meet community needs.

This past spring, the Sex Equity Program offered Video Game and Vending Machine Repair as its training program. The training program was initiated by selecting an advisory council to assist in the development and design of the short-term training program. The advisory council members consisted of individuals from Santa Fe Community College and members of the industry who either owned or worked for related local businesses. Representatives from Bally Electronics, Wometco Vending of Gainesville, Servomation Corporation, Eli Witt Company, the Dean of Vocational Education (Dr. Jack Fuller), Santa Fe's Coordinator of Heating, Air Conditioning and Refrigeration, the Coordinator for Engineering Related Programs at Santa Fe, and a CETA representative met to design the curriculum and to identify the competencies needed for entry level positions in video game and vending machine repair.

The Video Game and Vending Machine Repair Training Program was seven weeks in length, meeting for thirty hours a week Monday through Friday. An intensive math course was included early in the training program to adequately prepare the students for the electronics component. Other courses included Employability Skills (63 hours), Body Conditioning (20 hours), Electronics (45 hours), and Refrigerated Vending Machine Repair (30 hours).

In order to implement the Video Game and Vending Machine Repair Training Program, it was necessary to obtain an SPD grant to underwrite some of the instructor salaries. Because of high enrollment in the Electronics Program, the timing of the training program had to be delayed until late spring when the necessary facilities and equipment were available.

A publicity campaign directed at the target population began several weeks before the training program; flyers, TV and radio public service announcements, newspaper ads, newsletter articles, and TV appearances were used to encourage persons to apply for the Video Game and Vending Machine Repair Training Program. Representatives from the Sex Equity Program also made a special effort to post flyers and make presentations at low income housing projects.

The application process for the Video Game and Vending Machine Repair Training Program was extensive. Each applicant had to complete an application, be interviewed, take the TABE (Test of Adult Basic Education which includes math, reading, and language assessments), and undergo a mechanical aptitude assessment. These data were examined and fourteen candidates were selected whom program staff evaluated as being likely to complete the program and ultimately be hired. Efforts were made to include in the selection process women, minorities, economically disadvantaged persons, and displaced homemakers—our target population. CETA provided tuition, books and supplies for those economically disadvantaged applicants who were selected.

At an orientation session before the training program, participants were asked to sign a "Training Program Agreement" which listed the expectations of the Sex Equity Program and the requirements for graduation. During the program, each faculty member completed a weekly evaluation on each student's motivation/productivity, initiative, cooperation, acceptance of responsibility, punctuality/attendance, appearance, and adaptability. These evaluations helped the instructors, Sex Equity Program staff, and the students themselves monitor their progress. At the conclusion of the training program, those students who successfully completed the program received certificates at a graduation ceremony.

Job development and placement activities were initiated in the latter part of the training program. To offset economic conditions, concentrated efforts were directed to placement. Contact was made with all video game and vending machine businesses in the surrounding areas. Since some of the students were willing to relocate in other areas of Florida, a special effort was made to contact businesses in those areas. Some of the owners of the video game and vending machine businesses expressed an interest in having their own employees register for the next training program.

At the end of the training program, an evaluation of the training program was completed by each of the training program applicants. Questions concerning the application process, the courses, the instructors, and the program in general were included in the evaluation form. A follow-up evaluation concerning job placement will be mailed to each of the training program participants six months after completion of the training program. The instructors were also contacted about their assessments of the training program—its strengths and weaknesses. They were mostly pleased with its format and the quality of the students because of the screening process. They did suggest some minor modifi-

cations that should be helpful in improving the program for future offerings. Feedback from industry Advisory Council members was generally positive, but there was some sentiment expressed for increasing the length of the program.

TRAINING PROGRAM III

- A. TO COOPERATE IN THE PLANNING AND IMPLEMENTATION OF A TRAINING PROGRAM WITH SANTA FE COMMUNITY COLLEGE DIVISION OF VOCATIONAL EDUCATION AND ANHEUSER-BUSCH METAL CONTAINER CORPORATION AND THE FLORIDA INDUSTRY SERVICES PROGRAM. (ANHEUSER-BUSCH METAL CONTAINERS CORPORATION IS A NEW INDUSTRY COMING TO GAINESVILLE WITH PRODUCTION STARTING DECEMBER, 1982.)

In negotiations with Anheuser-Busch Metal Containers Corporation it was decided that Santa Fe's Department of Vocational Education would provide training for the workers in the proposed metal container factory. Through efforts of the Florida State Employment Service and the Sex Equity Program several individuals from the project's target population were referred to Anheuser-Busch as potential employees.

RESULTS AND FINDINGS

I. AWARENESS/RECRUITMENT

TO CONTINUE A COMMUNITY-WIDE CAMPAIGN TO INCREASE AWARENESS OF CAREER CHOICES IN VOCATIONAL EDUCATION WITH PARTICULAR EMPHASIS ON NONTRADITIONAL CAREERS FOR MEN AND WOMEN, AND TO INCREASE THE RECRUITMENT OF INDIVIDUALS INTO NONTRADITIONAL VOCATIONAL PROGRAMS.

- A. TO CONDUCT WORKSHOPS AND GIVE PRESENTATIONS FOR SCHOOLS, INDUSTRY, AND COMMUNITY GROUPS ON NONTRADITIONAL VOCATIONAL CAREER OPPORTUNITIES, THE BEST JOBS FOR WOMEN IN THE 1980'S, THE BENEFITS OF NONTRADITIONAL CAREERS, AND SEX-ROLE STEREOTYPING.

Early in the fall, the Vocational Occupation Specialists and/or Guidance Counselors in Alachua and Bradford counties' school districts were contacted about services offered by the Sex Equity Program. Seminars and workshops presented by Sex Equity reached 473 high school students. Workshops on assertiveness training, nontraditional careers, sex-role stereotyping and time management were presented to 143 Santa Fe Community College students. In working with the office of Minority Student Affairs and the RISE (Reaching Into Student's Environments) Program, Sex Equity staff members met with economically disadvantaged persons to discuss nontraditional career options. Sixty minority members received information; sixty-seven percent were black females.

To summarize, during the 1982-1983 grant year, the Sex Equity Program reached 676 persons in their awareness/recruitment efforts. Demographic analysis reveals that thirty-three percent were black females, thirteen percent black males, thirty-five percent white females and nineteen percent were white males. These numbers indicate that the target populations of women and minorities are well-represented among those the program reached.

Frequently, Sex Equity workshops on nontraditional careers utilized a multi-media show designed and produced by Sex Equity staff. Recognition received by the Sex Equity Program was an invitation to develop a showcase presentation, "A Blueprint for A Successful Vocational Education Sex Equity Program" for the National Conference of the League of Innovation. The League of Innovation is a forty-five college consortium enrolling over one-fourth of the nation's community college students.

- B. TO HAVE ORGANIZATIONS PUBLISH ARTICLES ON THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM IN THEIR NEWSLETTERS, NEWSPAPERS, AND OTHER RELEVANT PUBLICATIONS.

Increased efforts were made this year to have articles published which spotlighted the Sex Equity Program. Feature articles in the Gainesville Sun, Florida Times-Union, and the "Focus on Women" newsletter highlighted the accomplishments of the Sex Equity Program (see Appendices G, H, I). Requests for articles to be submitted by the program came from the Community Action Agency, The Orlando Displaced Homemaker Network News, and the U. S. Chamber of Commerce bulletin (at the request of the National Advisory Council on Vocational Education). Interest and community awareness were generated by the notices for applicants for the Video Game and Vending Machine Repair Training Program. Some of those who responded indicated they were unaware of the short-term training programs at Santa Fe Community College.

- C. TO REVISE AND DISSEMINATE CURRENT FLYERS, POSTERS AND BROCHURES ON NONTRADITIONAL VOCATIONAL EDUCATION CAREER OPPORTUNITIES AND BENEFITS, THE BEST CAREERS IN THE 1980'S, AND THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM.

The dissemination of brochures and flyers to the community and on campus has been an excellent means for achieving more visibility for the program. The "mail-backs" on the brochures have been successful in getting individuals to inquire further about the Sex Equity Program's offerings and/or to make appointments with the staff for career counseling, personal counseling, GED preparation, or training program information. Feedback from the community and on-campus sources regarding the content and appearance of the brochures has been excellent. Recruitment has been successful because special efforts were made to distribute program announcements in areas populated by the target population. Roughly 40 percent of this year's training program applicants reported that they learned about the training program from these announcements.

There was no way to measure whether the SIGI flyer produced similar results in the Career Development Center (see "Methods-Awareness/Recruitment", section c).

- D. TO PREPARE PUBLIC SERVICE ANNOUNCEMENTS FOR AIRING ON RADIO AND TELEVISION ABOUT THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM AT SANTA FE COMMUNITY COLLEGE.

For the past several years, the Sex Equity Program has utilized radio and television solely as a means of publicizing the pro-

gram. The use of these media was continued this year with the airing of public service announcements provided by the State Department of Vocational Education through the office of the Vocational Education Equity Specialist. The Video Game and Vending Machine Repair Training Program was also announced via public service messages (see Appendix J). Approximately 20 percent of the applicants heard about the training program through these broadcasts.

Two television shows were produced focusing on nontraditional workers. The Sex Equity Project staff and the Santa Fe media staff created an hour long television show entitled "A Look at Nontraditional Workers" which was broadcast three times on cable television. In January, a noon-time talk show, "The Kim Edstrom Show" featured the grant Coordinator and nontraditional workers from Alachua County. Following both presentations, numerous contacts were made to the Sex Equity office.

- E. TO CONTINUE WORKING RELATIONSHIPS WITH CETA, FLORIDA STATE EMPLOYMENT SERVICES, ALACHUA AND BRADFORD COUNTIES' SCHOOL BOARDS, GAINESVILLE AREA CHAMBER OF COMMERCE AS A MEMBER OF THE PRIVATE INDUSTRY COUNCIL AND LOCAL INDUSTRY.

Since the inception of the Sex Equity Program a positive relationship with CETA, Florida State Employment Services, Alachua and Bradford Counties' School Boards, Gainesville Area Chamber of Commerce's Private Industry Council and local industry has contributed to successful projects. The input from the Private Industry Council and local businesses were most helpful in identifying area needs and assisting in the design of a short-term training program.

CETA has contributed to the Sex Equity Program by providing funding for three disadvantaged students in the Video Game and Vending Machine Repair Training Program (see Appendix K), by serving on the Training Program Advisory Council, and by requesting two Sex Equity workshops to CETA clients.

Work with the Florida State Employment Service has been very successful (see Appendix L). They have suggested prospective training program applicants, have assisted with job placement and have helped to interview students during a mock interview situation.

At the request of the Sex Equity Program, both CETA and the Florida State Employment Service met with the Florida AFL-CIO United Labor Agency (U.L.A.) whose major purpose, through a grant, was to

place women in nontraditional and available occupations and to increase employment among all minorities. The Sex Equity Program referred 22 women and minorities to the U.L.A. for employment purposes.

The Sex Equity Program also worked with Alachua and Bradford Counties' high schools. Awareness and recruitment efforts among area high school students included career fairs, assertiveness training, and nontraditional career workshops for the high school.

- F. TO CONTINUE TO ADVOCATE THE USE OF SEX-FAIR LANGUAGE, CONTENT AND PICTURES IN ALL OF SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION RECRUITMENT AND CLASSROOM MATERIALS.

To help maintain sex-fair and racially balanced recruitment materials for the Department of Vocational Education, the Sex Equity Program offers assistance with the preparation of brochures and flyers. Letters were sent to the Dean of Vocational Education, the Vocational Education Program Directors, Santa Fe's Informational Specialist, Santa Fe's Illustrator and a graphic design staff worker. These letters specifically identified services and materials the Sex Equity Program had to offer. Pictures of men and women in nontraditional careers and written information from "Nuts and Bolts of Nontraditional Occupations" relevant to the design of sex-fair brochures were made available to the Dean of Vocational Education and each of the directors. Very few changes needed to be made in brochures this year.

- G. TO PROVIDE CAREER COUNSELING AND GUIDANCE TO INDIVIDUALS IN EXPLORING NONTRADITIONAL VOCATIONAL CAREERS, PARTICULARLY FOR DISPLACED HOMEMAKERS, ECONOMICALLY DISADVANTAGED PERSONS, AND MINORITIES.

The Sex Equity Program has developed excellent relationships both within Santa Fe Community College (see Appendix M) and with various community organizations. Referrals for both career and personal counseling have originated from the college's admissions officers, vocational education instructors, the Office of Minority Affairs and the "Focus on Women" Program. Community organizations that referred students for counseling services included CETA, the Florida State Employment Office, the University of Florida's Transition Program, SPARC (Sexual and Physical Abuse Center), and other social service agencies. During the 1982-1983 academic year, the Sex Equity Program provided both individual and group career counseling. Group counseling sessions reached 326 persons. Many individuals receiving group counseling later contacted the Sex Equity Program for further individual counseling.

One hundred and forty-seven persons sought individualized counseling and guidance services. Of those individuals 60 percent were women, 18 percent were displaced homemakers, 33 percent were minority members, and 35 percent were economically disadvantaged. Eighty-seven percent of the men and women who were counseled met target population specifications.

Ninety-five individuals who contacted the program were interested in short-term training programs. Of those that indicated an interest in short-term training, 54 percent were women.

- H. TO SPONSOR A CAREER FAIR WHERE INDIVIDUALS CAN EXPLORE CAREERS WITH REPRESENTATIVES FROM VARIOUS OCCUPATIONAL FIELDS FROM THE COMMUNITY. AMONG THOSE SERVING ON THE ADVISORY COMMITTEE ARE REPRESENTATIVES FROM SANTA FE COMMUNITY COLLEGE, THE GAINESVILLE AREA CHAMBER OF COMMERCE, AND ALACHUA AND BRADFORD COUNTIES' SCHOOL BOARDS.

Budgetary constraints and administrative scheduling problems were the cited factors in the college administration's decision not to sponsor "Career Awareness Day." To fill this gap, Santa Fe, Newberry, and Eastside High Schools sponsored career fairs in which the Sex Equity Program participated. At the career fairs, Sex Equity provided brochures, flyers and career counseling emphasizing nontraditional occupations.

II. EDUCATION

TO CONTINUE TO EDUCATE STUDENTS AND OTHERS ABOUT NONTRADITIONAL VOCATIONAL CAREERS.

- A. TO OFFER STUDENTS THE CREDIT COURSE, "OCCUPATIONAL ALTERNATIVES FOR WOMEN: A SURVEY COURSE ON NONTRADITIONAL CAREERS" AS PART OF THE REGULAR SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION CURRICULUM.

For the reasons cited in the Methods section, the course was not offered for credit in the Santa Fe Community College curriculum during the 1982-1983 grant year.

- B. TO CONDUCT EDUCATIONAL WORKSHOPS/SEMINARS FOR STUDENTS ENROLLED AT SANTA FE COMMUNITY COLLEGE USING THE PROGRAM'S ACQUIRED WRITTEN AND AUDIO-VISUAL EDUCATIONAL MATERIALS ON NONTRADITIONAL CAREERS, SEX-ROLE STEREOTYPING AND WOMEN IN THE LABOR MARKET. STUDENTS, FACULTY, STAFF AND THE COMMUNITY WILL ALSO BE ENCOURAGED TO TAKE ADVANTAGE OF THESE RESOURCES.

Educational workshops/seminars were provided to Santa Fe Community College classes by the Sex Equity Program. Over 140 credit enrolled students, many of them without a declared major, participated in the workshops which focused on nontraditional careers, the best jobs in the 1980's, and time management. Women comprised 72 percent of the attendees and minorities 21 percent. Frequently the students scheduled appointments for additional information.

- C. TO EDUCATE NEW PERSONNEL AT SANTA FE COMMUNITY COLLEGE ABOUT THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM AND ITS SERVICES.

The Sex Equity Program staff regularly contacts vocational education instructors and personnel to keep them apprised of Sex Equity projects and services. Because of past working relationships, Santa Fe's vocational education instructors called on the staff to help with job placement for students, workshops, training programs, scholarships and brochures.

III. SUPPORT/JOB PLACEMENT

TO PROVIDE SUPPORTIVE AND JOB PLACEMENT SERVICES TO STUDENTS ENROLLED IN NONTRADITIONAL VOCATIONAL EDUCATION PROGRAMS AT SANTA FE COMMUNITY COLLEGE.

- A. TO PROVIDE PROGRAMS APPROPRIATE TO THE NEEDS OF THOSE STUDENTS AS STATED IN THE "SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION NEEDS ASSESSMENT OF NONTRADITIONAL PROGRAM PARTICIPANTS."

The results from the "Santa Fe Community College Vocational Education Needs Assessment of Nontraditional Program Participants" indicated that a high percentage of nontraditional students were interested in workshops on employability skills, stress/time management and assertiveness training. Although attempts were made to conduct such offerings, insufficient numbers of students responded.

- B. TO PROVIDE COUNSELING TO ALL INDIVIDUALS ENROLLED IN NON-TRADITIONAL PROGRAMS AS NEEDED AND TO SERVE AS A REFERRAL WHEN NECESSARY.
- C. TO PROVIDE ESSENTIAL INFORMATION THROUGH WORKSHOPS/SEMINARS AND INDIVIDUAL CONFERENCES TO THESE STUDENTS ON THE SKILLS NECESSARY FOR SEEKING AND MAINTAINING EMPLOYMENT.
- D. TO ASSIST STUDENTS IN THE NONTRADITIONAL VOCATIONAL EDUCATION PROGRAMS WITH PLACEMENT BY SERVING AS A LIAISON BETWEEN EMPLOYERS AND STUDENTS.

The nontraditional students who contacted the Sex Equity Program for personal or career counseling evaluated their counseling experiences as beneficial in dealing effectively with both personal problems and career concerns. Students with economic problems found the program helpful when applying for scholarships.

Sex Equity staff engaged in group counseling throughout the year. The career exploration seminars given to college classes were well received and will be presented again in the coming year. Career exploration was a part of the Sex Equity Video Game and Vending Machine Repair Training Program. An Employability Skills course was taught to the fourteen students enrolled. The course provided information and skills essential for finding and maintaining employment.

The Sex Equity Program has been successful this year in re-affirming its contact with businesses. Florida State Employment Service, Sears and Sapps Saw Shop requested names of potential employees who were trained in the 1981-82 program, Small Motor Repair. Three trainees were placed, one minority and two women. All are earning almost twice the minimum wage.

- E. TO ESTABLISH A NETWORK OF PROSPECTIVE STUDENTS INTERESTED IN NONTRADITIONAL PROGRAMS WITH STUDENTS CURRENTLY ENROLLED IN NONTRADITIONAL VOCATIONAL EDUCATION PROGRAMS FOR THEIR SEX AT SANTA FE COMMUNITY COLLEGE WITH PERSONS OF THE SAME GENDER WORKING IN THE SAME OCCUPATIONAL FIELD IN THE COMMUNITY.

Referring clients to nontraditional workers in the community was a successful counseling tool. Frequently, existing non-traditional workers can serve as role models and allay anxieties for those who are concerned about entering a non-traditional career. Preliminary work was begun to collect information for a directory referring students in training to workers who are currently employed in nontraditional careers.

IV. TRAINING PROGRAMS

TO PLAN AND IMPLEMENT SPECIALIZED, SHORT-TERM TECHNICAL TRAINING PROGRAMS IN CONJUNCTION WITH LOCAL INDUSTRY, THE GAINESVILLE AREA CHAMBER OF COMMERCE AND SANTA FE COMMUNITY COLLEGE.

TRAINING PROGRAM I

- A. TO RE-ESTABLISH THE ADVISORY COUNCIL OF ONE OF THE PREVIOUS TECHNICAL TRAINING PROGRAMS. THE TRAINING PROGRAM TO BE REPEATED WILL BE DETERMINED BY LABOR MARKET NEEDS IN THE LOCAL COMMUNITY AT THAT TIME.

- B. TO MAKE THE NECESSARY PHYSICAL ARRANGEMENTS, GATHER ESSENTIAL TEACHING MATERIALS, AND CONTRACT INSTRUCTORS.
- C. TO RECRUIT, INTERVIEW, TEST, AND SELECT PARTICIPANTS FOR THE TRAINING PROGRAM.
- D. TO ORIENT PARTICIPANTS TO THE PARTICULAR TRAINING PROGRAM IN WHICH THEY ARE ENROLLED.
- E. TO IMPLEMENT THE SHORT-TERM TECHNICAL TRAINING PROGRAM.
- F. TO FACILITATE JOB PLACEMENT OF THE SHORT-TERM TRAINING PROGRAM GRADUATES BY SERVING AS A LIAISON BETWEEN STUDENTS AND INTERESTED EMPLOYERS.
- G. TO CONDUCT AN EVALUATION AT THE CONCLUSION OF THE SPECIAL TRAINING PROGRAM BY PARTICIPANTS AND THE ADVISORY COUNCIL, AND A SIX-MONTH FOLLOW-UP EVALUATION OF TRAINING PROGRAM GRADUATES AND THEIR SUPERVISORS.

For the reasons cited in the Methods section, a previous training program was not repeated.

TRAINING PROGRAM II

- A. TO ESTABLISH AN ADVISORY COUNCIL WITH EDUCATORS AND INDIVIDUALS FROM THE COMMUNITY INTERESTED IN COOPERATING IN A PRE-APPRENTICESHIP PLUMBING TRAINING PROGRAM.
- B. TO HAVE THE ADVISORY COUNCIL ESTABLISH THE CURRICULUM FOR THE SHORT-TERM TECHNICAL TRAINING PROGRAM SPONSORED.
- C. TO MAKE NECESSARY PHYSICAL ARRANGEMENTS, GATHER ESSENTIAL TEACHING MATERIALS, AND CONTRACT INSTRUCTORS.
- D. TO RECRUIT, INTERVIEW, TEST, AND SELECT PARTICIPANTS FOR THE PRE-APPRENTICESHIP PROGRAM.
- E. TO ORIENT PARTICIPANTS TO THE SHORT-TERM TRAINING PROGRAM IN WHICH THEY ARE ENROLLED.
- F. TO IMPLEMENT THE SPONSORED SHORT-TERM PRE-APPRENTICESHIP PLUMBING TRAINING PROGRAM.
- G. TO FACILITATE JOB PLACEMENT OF THE SPONSORED SHORT-TERM TRAINING PROGRAM GRADUATES BY SERVING AS A LIAISON BETWEEN STUDENTS AND INTERESTED EMPLOYERS.

- H. TO CONDUCT AN EVALUATION AT THE CONCLUSION OF THE SPECIAL TRAINING PROGRAM BY PARTICIPANTS AND THE ADVISORY COUNCIL, AND A SIX-MONTH FOLLOW-UP EVALUATION OF TRAINING PROGRAM GRADUATES AND THEIR SUPERVISORS.

As described in the methods section, the pre-apprenticeship plumbing program was not warranted by an employer needs assessment. Instead a new and innovative training program was planned. The Sex Equity Program capitalized on a new phenomenon (video games) and combined it with a steady industry (vending machines) to formulate a training program that would meet community needs. The recruitment strategies were effective in that 53 people applied for the training program. The class consisted of 14 students; 6 white females, 1 black female, 2 black males, 1 hispanic male and 4 white males. Three of the students were provided with tuition and books from CETA. Four of the students were displaced homemakers. The attrition rate of the class was minimal; twelve out of fourteen students successfully completed the Video Game and Vending Machine Repair Training Program.

Job placement for the graduates of the training program was excellent. Seventy-five percent of the trainees were immediately placed within two weeks of their graduation from the program. Most were employed with local video arcades and vending companies through the efforts of the Advisory Board and the program placement staff. One woman who moved from Gainesville felt her training in the program was responsible for her employment as a microwave oven and washing machine repair person with a national retailer. Those that found employment included 6 white females, 1 black female and 2 white males.

The students completed a final evaluation of the training program. Overall, the comments were extremely positive. The participants thought they had received excellent training in the seven week period and were therefore marketable for positions with the targeted industry (see Appendix N, O). The displaced homemakers and economically disadvantaged students found the program to be an excellent opportunity to learn a skill in a relatively short time with an above minimum wage pay scale.

TRAINING PROGRAM III

TO COOPERATE IN THE PLANNING AND IMPLEMENTATION OF A TRAINING PROGRAM WITH SANTA FE COMMUNITY COLLEGE DIVISION OF VOCATIONAL EDUCATION AND ANHEUSER-BUSCH METAL CONTAINERS CORPORATION AND THE FLORIDA INDUSTRY SERVICES PROGRAM. (ANHEUSER-BUSCH METAL CONTAINERS CORPORATION IS A NEW INDUSTRY COMING TO GAINESVILLE WITH PRODUCTION STARTING DECEMBER, 1982).

For reasons cited in the methods section the Sex Equity Program was not involved in the planning and implementation of a training program for Anheuser-Busch Metal Containers Corporation.

CONCLUSIONS AND RECOMMENDATIONS

This past year Santa Fe Community College's Sex Equity Program in Vocational Education provided many valuable services to both students and the community. The program has consistently achieved its goals and continually expanded the program and its audience since its inception. Response to the programs activities has demonstrated a clear need for its continuance. Commendations from a variety of sources reveal that more and more of the public is becoming aware of the benefits to be accrued from the achievement of the Projects' goals and objectives.

In the 1982-1983 grant year the Sex Equity Program made strides in the area of awareness. Feature articles about the Sex Equity Program appeared in the Florida Times-Union and the Gainesville Sun. Other articles were printed in publications directed toward target populations. A multi-media presentation, television shows, flyers, public service announcements, and newspaper releases were prepared which publicized Sex Equity Services. Community image and visibility remain high as is evidenced by the number of information contacts following media exposure. It is recommended that these avenues be pursued in the next grant year.

The programs awareness recruitment efforts of workshops/seminars for Santa Fe college students and local high school students reached larger numbers. The programs counseling activities also showed an increase. The project will begin an awareness campaign among junior high and elementary school students to stress the opportunities presented by nontraditional careers. Many of the stereotypes based on sex are formulated years prior to high school; these biases need to be rebutted and refuted. In order to eliminate these stereotypes at Santa Fe the Sex Equity Program reviews vocational education recruitment materials to ensure the use of sex-fair pictures, language and content. This policy should be continued. In addition, program staff should encourage vocational instructors to purchase only those educational materials that are sex-fair.

One of the most unique features of the Sex Equity Program is its training programs. In 1982-83 the Sex Equity Program responded to local labor market needs and implemented a short-term training program in Video Game and Vending Machine Repair. During the intensive seven weeks the students received training in electronics, refrigeration, employability skills, math and body conditioning. Seventy-five percent of the students were employed within two weeks of graduation earning more than minimum wage. Because of strengthened liaison relationships with CETA, Florida State Employment Service, Sears and other local businesses graduates from the Video Game and Vending Machine Repair Training Program and

past training programs such as Small Motor Repair were placed in jobs. In the 1983-84 grant year the Sex Equity Program expects to develop and implement two training programs. High priorities exist to continue training programs which employ displaced homemakers, disadvantaged persons and minorities.

The budget for the project was completely utilized in accordance with the approved allocations. The number of staff and total number of hours worked on the project were maximized because the majority of staff was part-time. The travel and materials/supplies funds were paramount to the success of the training program. A particular funding concern is the remuneration of Santa Fe Community College instructional staff contracted for the short-term technical training program. Because of the excellent internal relationships that have been established the college absorbed these costs. Recommendations concerning funding include increased funds in travel, materials/supplies, and for selective personnel for the training programs.

The Sex Equity Program will continue to place high priority on short-term technical training, awareness workshops, job placement and personal growth seminars for vocational education students. The program will continue to achieve its goals, expand its audience, and remain an asset to the college and the community.

APPENDICES



January 3, 1983

Karen Archer & Marylyn Green
Sex Equity Program
Santa Fe Community College
Gainesville, FL

Dear Ms. Archer & Ms. Green,

Please accept our sincere thanks for your participation as Guest Speakers in our Community Resources Class. We enjoyed your talk very much. You are both excellent speakers and I hope we will be lucky enough to have you back again in the near future.

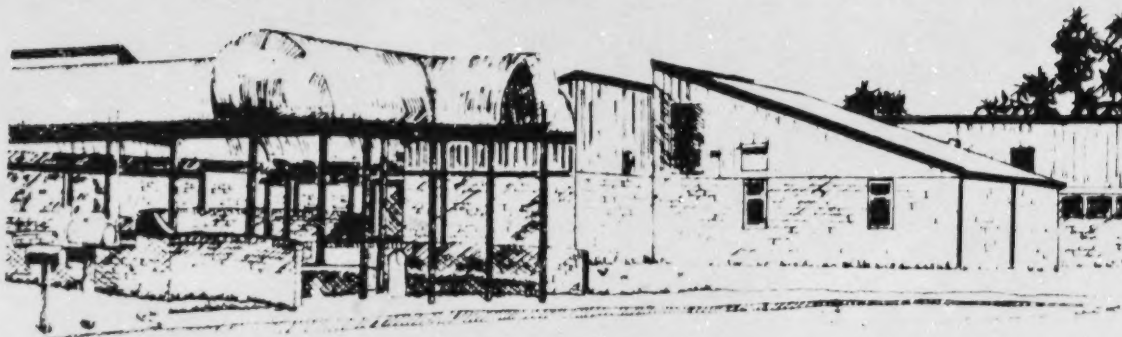
Again, thank you very much for your time and efforts in our behalf.

Sincerely,

A handwritten signature in cursive script that reads "Mrs. Sally Crews". The signature is written in dark ink and is positioned above the typed name.

Mrs. Sally Crews
Social Studies Department

THE AGRIBUSINESS AND ADULT EDUCATION CENTER



3000 East University Avenue • Gainesville, Florida 32601 • (904) 373-1507

November 4, 1982

Ms. Linda Lanza-Kaduce
Sex Equity Program-A-247
Santa Fe Community College
P.O. Box 1530
Gainesville, FL 32602

Dear Ms. Lanza-Kaduce,

Thank you for conducting the sex equity session for the CETA GED preparation class. This is an area our students need to be aware of so that they may make informed career choices.

Thank you also for your contributions in the assertiveness training session.

Sincerely yours,

Earleace Greenawalt

Earleace Greenawalt
Occupation Speacialist

section B

Wednesday, Nov. 17, 1982

Education Reaches Housing Residents

The kickoff of Project RISE (Reaching Into Student's Environment) was held Saturday at Woodlawn Housing Project by Santa Fe Community College in cooperation with the Alachua County School Board's Adult Education program and the Gainesville Housing Authority. Spearheaded by SFCC's Office of Minority Student Affairs and Community Education, RISE is an effort to reach the residents in the various housing projects of the city and get them turned on to education.

According to Earl Young, director of the Office of Minority Student Affairs, Project RISE uses cultural art groups to get the attention of the people in the housing projects so they can be informed about the programs available at SFCC and in the county's adult education program. Along with the entertainment, information disseminators will be on hand to give out data, Young said. "We'll be telling these people that it's time to rise and do it yourself," he said.

The campaign opened Saturday at the housing project on Sugar Hill with "Collage," a musical group featuring Richard Baxter on drums, furnishing the sounds. Willie Walton, an area musician and a member of the talented Walton family, appeared on the program and the Laverne Porter Dancers performed.

Andrew Mickie, representing adult education, revealed that the Alachua County program offered day courses as well as night courses. The night program prepares students to pass tests to get a GED (General Education Development) certificate and the daytime program offers a high school diploma.

Nat
Tillman
Sun Staff
Writer



Both sessions are held at the Agribusiness Center, Mickie said, with day students being required to earn 22 units for graduation and night students need 20 units since they don't have to take physical education. Adult students pursuing either a GED certificate or a diploma take the same courses — reading, writing, math, art, history, etc., as well as some vocational courses, Mickie said. He pointed out that the GED certificate carries just as much weight as the high school diploma.

Other adult education courses include parenting, first aid and self-defense for women. Mickie emphasized that bus service to the Agribusiness Center was available from Lincoln Middle School as well as from the Old Lincoln High School (or 5th Avenue) area.

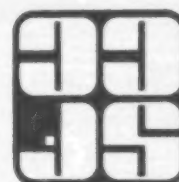
Others information specialists told about the special services program, the technical-public service division of the vocational program, and the sex equity program, all at SFCC. The special services program offers academic tutoring, academic counseling, personal counseling, financial counseling and services to the handicapped. This federally funded program has three full-time staff members and six student tutors.

Among the technical programs at SFCC are Electronics Technology which offers four basic options, general, computer, communications and consumer electronics; biological parks technology, which trains students for vocations as zookeepers, park naturalists, animal technicians, as well as other husbandry fields; drafting technology, and environmental science, an interdisciplinary science/engineering program designed to train technicians for careers in pollution control.

The Sex Equity Program seeks to prepare women for jobs traditionally held by men as well as readying men to do work heretofore limited to women. Women are trained for such jobs as cable splicing, police and corrections, and video game repair. Nursing is one vocation formerly dominated by women in which men are being encouraged to enter. The sex equity spokesman indicated that this program has a 75-100 percent placement average.

Young said that there will be a followup at Woodlawn to offer mini-courses to interested residents. Project RISE plans on visiting five housing projects with Lake Terrace project off Lake Road being the target for December. There will be no activity in January and the 5th Avenue project will be visited in February, during the observance of Black History Month.

Along with the cultural arts events and information spokesmen Saturday, Project Rise also exhibited photos of students actually taking some of the vocational courses at SFCC. According to Young, one of the things the campaign is interested in getting across is that not all courses take four years — there are courses offering degrees after 2 years. "We want to dispel the myth of the four-year degree," he said. Also the goal is to encourage a wider selection of vocations. While there are more than 40 different training programs at SFCC, Young said, black students tend to congregate in eight or nine of them.

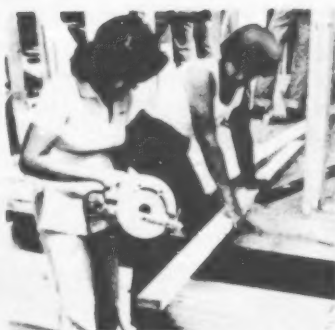


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Sex Equity Program
Santa Fe Community College
3000 N.W. 83rd Street
P.O. Box 1530
Gainesville, Florida 32602

APPENDIX D

SEX EQUITY PROGRAM IN VOCATIONAL EDUCATION



BUILDING
CONSTRUCTION

SMALL
GASOLINE ENGINE
MECHANICS



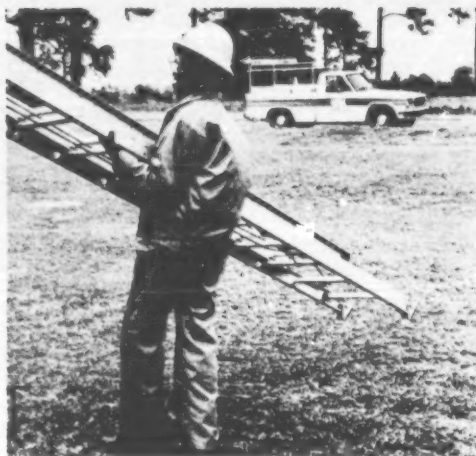
CLOTHING PRODUCTION
AND
FASHION MERCHANDISING

WELDING



TRAINING PROGRAMS

Short-term technical training programs are a unique offering of the Sex Equity Program in cooperation with local industry and the Gainesville Area Chamber of Commerce's Private Industry Council. These training programs are sponsored to help industry meet its employment needs and to help men and women acquire marketable skills that will assist them in finding good entry level jobs. In two months or less students in the Cable Television Training Program, the Small Motor Repair Training Program, and the Non-Traditional Technical Training Program had completed their course work and were ready for employment. Graduates of these training programs stated in a follow-up study that they thought their training was excellent and that it gave them an opportunity to obtain marketable skills quickly. Seventy-five to 100 per cent of the training program graduates were placed in related jobs earning significantly more than minimum wage. Employers of the graduates rated the training program highly and expressed satisfaction with the quality of the students they hired and the ease with which their employment needs were met.



Shirley Davis was a participant in the technical training program which prepared her for a linesperson/ installer position. After graduation from the training program Shirley was employed by Cox Cable University City as an installer.

NON-TRADITIONAL CAREERS

The Sex Equity Program helps people become aware of non-traditional vocational technical careers. Occupations are no longer seen as for only men or for only women. All persons are encouraged to choose occupations based on their talents and interests and should not be restricted by stereotypes when making career decisions.

SALLY FRANKLIN
AUTO MECHANIC



Sally had been a part-time arts and science student for many years. When asked why she changed to auto mechanics she replied, "I came to SFCC to register and my car broke down. I was really upset. While I was waiting for someone to fix my car, I looked through the catalog and saw that auto-mechanics classes were offered. I said, 'that's what I'm going to do!' and that's what I do."

The Sex Equity Program placed Sally in a part-time job at Sears Roebuck and Company while she went to school.

After completing his tour of duty with the Navy, Tom found himself unemployed. He was uncertain about his career goals, but he knew he wanted a job working with people. At age 28 Tom graduated from the Nursing Program at SFCC. He is finding his new career both demanding and rewarding.

"I'm proud to tell people I'm a nurse."

TOM GOFF
NURSE



After being a ship builder for six years, Henry decided to make a career change. At age 34 Henry is finally pursuing his life's interest in cosmetology.



HENRY FLAGG
COSMETOLOGIST



BARBARA BECK
ELECTRONIC TECHNICIAN

Barbara is a former elementary school teacher. Barbara decided on a career change because she wanted a job that paid well, had advancement possibilities, was challenging, and required only two years of study. Barbara is very excited about her future in the area of electronics.

WORKSHOPS/SEMINARS

The Sex Equity Program conducts a community wide campaign to increase awareness of career choices in vocational education. Workshops and presentations on non-traditional vocational career opportunities, job prospects in the 1980's, and sex-role stereotyping are available to schools, industry and community groups upon request to the program office.

CAREER COUNSELING/GUIDANCE

Individuals interested in exploring non-traditional vocational careers can receive counseling and guidance through the Sex Equity Program. A three credit hour survey course on occupational alternatives is offered every fall which focuses on choosing a career, obtaining hands-on experience in non-traditional vocational careers, and formulating career goals and educational plans.

SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION PROGRAMS

NON-TRADITIONAL FOR WOMEN:

Automotive Technology
Biological Parks
Building Construction
Drafting Technology
Electrical Construction
Electronics Technology
Emergency Medical Technology
Environmental Science
Farm Management
Gasoline Engine Mechanics
HARV (Heating, Air Conditioning, Refrigeration
& Ventilation)
Law Enforcement
Welding

NON-TRADITIONAL FOR MEN: ••

Career Associate-Special Education
Child Development
Clerical Studies
Clothing Production & Fashion Merchandising
Cosmetology
Dental Assistant
Dental Hygiene
Human Service Aide
Legal Assistant
Medical Secretary
Nuclear Medicine Technology
Nursing
Radiologic Technology
Respiratory Therapy Technology
Secretarial



CHILD DEVELOPMENT
JOE MARUCA



LAW ENFORCEMENT
SGT. CAROL WALKER



ENVIRONMENTAL SCIENCE
DIANNE DIMITRI

The Sex Equity Program is located on the northwest campus of Santa Fe Community College in Rooms B-202 and B-203. The office is open Monday through Friday from 8:00 a.m. to 4:30 p.m. For further information call:

Deborah L. Vetter, Project Coordinator
or

Linda Lanza-Kaduce, Project Assistant
(904) 377-5161, ext. 356

Under the auspices of the Office for Womens Programs and Special Projects

For more information, mail in the attached form so we can contact you. We are looking forward to hearing from you!

From: _____

Place
Stamp
Here

Sex Equity Program
Santa Fe Community College
3000 N.W. 83rd St.
Post Office Box 1530
Gainesville, Florida 32602



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Sex Equity Program
Santa Fe Community College
3000 N.W. 83rd Street
P.O. Box 1530
Gainesville, Florida 32602

SEX EQUITY PROGRAM IN VOCATIONAL EDUCATION

APPENDIX D



BUILDING
CONSTRUCTION

SMALL
GASOLINE ENGINE
MECHANICS



CLOTHING PRODUCTION
AND
FASHION MERCHANDISING

WELDING



VIDEO GAME AND VENDING MACHINE REPAIR

SPONSORED BY: VOCATIONAL EDUCATION SEX EQUITY PROGRAM
AT SANTA FE COMMUNITY COLLEGE.

**IN
COOPERATION
WITH:**

- BALLY ELECTRONICS
- BAR-STELL AMUSEMENT, INC.
- ELI WHIT CO.
- SERVOMATION CORP.
- WOMETCO VENDING OF GAINESVILLE
- GAINESVILLE AREA CHAMBER OF COMMERCE
PRIVATE INDUSTRY COUNCIL/CETA

**PROGRAM
RATIONALE
AND
CURRICULUM:**

THIS TRAINING PROGRAM IS DESIGNED TO PREPARE WOMEN AND MEN FOR ENTRY-LEVEL POSITIONS IN VIDEO GAME AND VENDING MACHINE REPAIR. UPON COMPLETION OF THE PROGRAM, A PARTICIPANT WILL HAVE AN INCREASED CHANCE OF OBTAINING EMPLOYMENT AS A REPAIR PERSON IN THIS AREA. INSTRUCTION WILL BE PROVIDED IN VIDEO GAME AND VENDING MACHINE REPAIR, EMPLOYABILITY SKILLS, PHYSICAL CONDITIONING AND DEVELOPMENTAL SKILLS.

**PROGRAM
INFORMATION:**

DATES: BEGINNING APRIL 4, 1983 • 6-8 WEEKS
HOURS: MORNINGS AND AFTERNOONS
LOCATION: SANTA FE C.C., N.W. CAMPUS

**APPLICATION
PROCESS:**

APPLY IN PERSON AT SANTA FE COMMUNITY COLLEGE,
BUILDING A, ROOMS 233 AND 243 — MONDAY-THURSDAY,
9:00 AM - 12:00 PM AND 1:00 PM - 4:00 PM,
MARCH 14 - THROUGH MARCH 24, 1983

**APPROXIMATE
COST:**

\$70.00

CETA FUNDING IS AVAILABLE FOR ELIGIBLE PARTICIPANTS FROM THE COUNTY

FOR MORE INFORMATION, CONTACT:

SEX EQUITY PROGRAM
SANTA FE COMMUNITY COLLEGE
(904) 377-5161, EXTENSION 356

SEX EQUITY PROGRAM IN VOCATIONAL EDUCATION

SANTA FE COMMUNITY COLLEGE

TO: Persons Using SIGI

I would like to take this opportunity to introduce you to a new program at Santa Fe - the Sex Equity Program in Vocational Education. We offer a number of services that may prove beneficial in helping you choose a career and return to school.

The program is designed to help people become aware of the variety of vocational-technical careers available to them. Emphasis is placed on exploring opportunities in non-traditional careers, those that have traditionally been reserved for the opposite sex. Besides offering training in a vocational area at Santa Fe Community College, the program also provides support services to help students successfully complete their training and obtain employment.

SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION PROGRAM

NON-TRADITIONAL CAREERS FOR WOMEN:

Automotive Technology
Biological Parks
Building Construction
Drafting Technology
Electrical Construction
Electronics Technology
Emergency Medical Technology
Environmental Science
Farm Management
Gasoline Engine Mechanics
HARV (Heating, Air Conditioning,
Refrigeration & Ventilation)
Law Enforcement
Welding

NON-TRADITIONAL CAREERS FOR MEN:

Career Associate-Special Education
Child Development
Clerical Studies
Clothing Production & Fashion
Merchandising
Cosmetology
Dental Assistant
Dental Hygiene
Human Service Aide
Legal Assistant
Medical Secretary
Nuclear Medicine Technology
Nursing
Radiologic Technology
Respiratory Therapy Technology
Secretary

If you would like to learn more about any of these vocational education programs, information can be obtained through the Sex Equity Program. In addition, career counseling is provided to help persons explore career interests and make educational plans. Information and referral is provided to assist persons in obtaining services from other community resources, as well as from other programs at Santa Fe Community College.

For more information contact:

Sex Equity Program in Vocational Education
Santa Fe Community College, Rooms A-233, A-243
Post Office Box 1530
Gainesville, Florida 32602
(904)377-5161, Ext. 356

Course Seeks to Bring Women Into Non-Traditional Trades

By ELLEN MISHKIN
Of The Sun Staff

Three years after her divorce, Kay Brewer realized she and her 11-year-old son could not survive on her salary.

Brewer's factory job with General Electric did not pay enough. She was a woman doing women's work and making a woman's salary.

So she decided to join ranks with the men and enrolled in a Santa Fe Community College course that teaches people to repair vending machines and video games.

"I wanted to do something different with my life and most women's jobs are low-paying," Brewer, 31, said.

The course Brewer and six other women are enrolled in is part of the "sex-equity" program at SFCC and is designed to help women, especially those who are divorced and unskilled, learn saleable trades, said

SFCC's sex-equity program is designed to help women learn saleable trades.

program coordinator Linda Lanza-Kaduce.

"More and more women are finding themselves divorced and with two or three children to support," Lanza-Kaduce explained. "Women are making up the largest growing segment of poor. And on a traditional women's salary a woman can't be the breadwinner."

SFCC tries to offer several specialized programs a year. Other non-traditional vocational courses the sex-equity program has offered include automotive technology, building construction and welding.

Susan Cassels, 18, said she enrolled in the vending machine and video game repair course after she saw

(See COURSE on Page 6A)

Gainesville Sun
May 23, 1983

APPENDIX G

Course

From Page 5A

the program her mother made upon completion of a course in pole climbing.

"She has a lot of things she didn't have before because she makes a lot more money," Cassels said. Her mother has worked for Cox Cable for the past 1½ years.

Lanza-Kaduce said non-traditional careers are not for everyone.

To enroll in a program, an applicant must first be interviewed, take a mechanical skills test and pass a basic math and reading test. Lanza-Kaduce said 34 people applied for the repair course, but only 12 made it — five men and seven women.

Although the sex-equity program has no special drive to teach men traditionally female skills, men at SFCC are able to enroll in such courses as dental hygiene, cosmetology and nursing.

"We have the policy that at least half the class is women," Lanza-Kaduce said. She added that the men in the class have not had any problems adjusting to their female counterparts.

The students in the repair course attended class five days a week from 9 a.m. to 4 p.m. for seven intensive weeks. They took courses in electronics, refrigeration, intensive math, employability skills and body conditioning.

"There are a lot of people can't devote two and three years to learn an occupation," Lanza-Kaduce said. "It's very hectic those seven weeks."

The women in the class agreed that they

learned a lot in a short time and most said electronics was their most difficult class.

"It's all new to me. Some of the things in electronics class were the hardest," Marta Bulson, 28, said.

Although she has a bachelor's degree in sociology, Bulson said, she enrolled in the course because she was laid off from her clerical job she decided she wanted a more challenging career.

"I like precise detailed work. And I like a job where you can see the results of your work quickly," Bulson said. "It's hard to get the same sort of satisfaction that you get out of this."

Lanza-Kaduce said the women in the class did well and added that most scored higher on the mechanical aptitude test than the men in the class. "We've had lots of compliments about their progress."

Employability plays a large part in the decision about which course to teach, Lanza-Kaduce said. Before offering the course, staff members in the sex-equity program call prospective employers about their employment needs to determine whether training people in that field would be worthwhile.

"You don't want to do a training program if you can't get those people employed," she said. Between 75 percent and 100 percent of their graduates find jobs.

"We were just trying to be creative and come up with something that is in the future," Lanza-Kaduce said, explaining why she chose machine repair for a training class. She is considering an alarm installation and repair course for next time.



(See Photo by Curtis Heston-Horne)

SFCC Students Get Pointers on Repairing Microwave Ovens

The Florida Times-Union

Jacksonville, Thursday, June 2, 1982

Business



— Don Ray/Staff

Zeida Headen (left) and Cindi Hopson worked to repair a circuit from a vending machine during final exams in the vending- and video-machine repair course offered through the Sex Equity program at Santa Fe Community College in Gainesville.

Gainesville college program offers training in non-traditional jobs

By Kyle Kishin

Staff Writer

GAINESVILLE — Officials at Santa Fe Community College are trying to get people into unusual jobs.

It's all part of the school's Sex Equity Program, which tries to place unemployed men and women in non-traditional jobs.

Linda Lanza-Kaduce, acting coordinator of the program, said the program's main emphasis is on placing women. She said the increasing divorce rate is leaving more and more women in financial straits as they try to support themselves and their children.

"Some women are convinced they have to be secretaries," Ms. Lanza-Kaduce said.

But they can increase their earning power by trying a non-traditional job.

With that goal in mind, the Sex Equity Program has offered courses that train students to climb poles and fix electronic wires, or install underground cables. Most recently 12 students learned to repair vending machines and video games.

The skills are taught during an intensive seven- to 10-week program that gives graduates experience for entry-level positions.

The program also counsels displaced homemakers and tries to encourage people to look in new areas for jobs.

"We try to do everything we can to make the employment picture look better than it does for some of these people," she said.

The program was formed in 1979

by a state grant to the college to help the economically disadvantaged — primarily women — find jobs in new areas. Sex Equity is funded by the State Department of Vocational Education and is operating on a budget of about \$50,000 this year.

In addition to teaching students technical and mechanical skills, like refrigeration or electronics, the program also teaches proper interviewing and resume writing techniques, Ms. Lanza-Kaduce said.

The classes are limited to people who pass a basic education test and a mechanical aptitude test.

Ms. Lanza-Kaduce said that women's job market is studied before the intensive courses are designed. A training field is selected for the program based on this survey and experts in the field combine with faculty from the college to prepare a curriculum.

When the students are ready to graduate, Ms. Lanza-Kaduce sends out letters to prospective employers.

More than 75 percent of the students who took the intensive course found employment, she said.

Some business people, however, question the effectiveness of such short courses.

Dave Balogh, area supervisor for Bally's Island's Castle Store, helped coordinate the vending-video machine course. He praised the concept of the course, but questioned whether they provide sufficient training.

"I don't think seven weeks is ample time to get involved" with all of the necessary electronics, he said. "I wouldn't hire anybody on just a

seven-week course."

Balogh said most of the people he hires have to have at least two years of electronics background.

But students say the courses are intensive.

"Seven weeks doesn't sound like a lot, but [the classes lasted] all day long," said Maria Butson, a student in the video-vending machine class. "It was very intensive."

"I think we learned more in a seven-week course than most people do in a two-year course," Janet Brewer said. "[But] you can't learn everything in a course. You need some on-the-job training."

Tom Larocca, general manager of Spentix Vending in Gainesville, said the students taking the course just learned the basics.

"It's actually going to take the people [who hire the students] probably a year to get someone competent in the [vending machine] field," Larocca said. But it takes an untrained employee two years to be competent in the field, he said.

Ms. Butson said she is looking forward to gaining more experience working at a company in Melbourne, where she plans to move in July.

Ms. Butson has been out of work since she was laid off last summer. She said she took the class because she was tired of the low pay she had been getting as a clerical worker.

Ms. Brewer agreed.

"I just can't see me being a secretary and getting paid \$13,000 a year when I can be an engineer and get \$23,000 a year," Ms. Brewer said.

News from the Resource Center: Focus on Women, Santa Fe Community College

Focus On Women



Volume 5, Number 2

July, 1983

Sex Equity Program Sponsors Innovative Training In Video Game and Vending Machine Repair

On May 20th twelve students graduated from the Video Game and Vending Machine Repair Training Program. They were awarded certificates for completing the intensive seven week program sponsored by the Sex Equity Project at Santa Fe Community College.

Students in the Video Game and Vending Machine Repair Training Program received instruction in basic electronics, basic refrigeration, employability skills, physical conditioning, and developmental math. The participants were selected for the training program on the basis of demonstrated mechanical aptitude, basic skills knowledge, and high motivation. Program participants included persons from Sex Equity's target population: displaced homemakers, minorities, and disadvantaged persons. The graduates exhibited academic excellence in all areas including electronics and refrigeration. Successful job placement has already begun for the graduates.

Each year Santa Fe Community College's Sex Equity Program sponsors a short-term training program in conjunc-

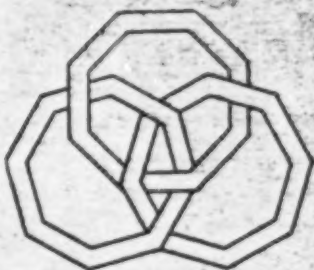
tion with local business and the Private Industry Council of the Gainesville Area Chamber of Commerce. Because job placement is a primary emphasis in designing a training program, labor market surveys and local job market information are carefully reviewed. This year industry indicated a need for trained entry-level personnel in video game and vending machine repair. An advisory board was established and a curriculum was developed to meet the needs of students and the requirements set forth by local businesses.

Sex Equity seeks to recruit individuals for training programs who lack job skills or possess some skills which need to be upgraded or updated. These problems are especially acute among displaced homemakers, minorities, and economically disadvantaged groups. The cost of the training programs for participants are kept low (ranging from \$50 - \$75) to better serve the target population. CETA funding is available to eligible participants. For more information concerning future training programs, career counseling,



workshops on non-traditional careers, and best jobs in the 80's, call 377-5161, extension 356.

Gainesville Area Women's Network



Now in the middle of its second year, the Gainesville Area Women's Network was organized to promote the professional and personal advancement of Gainesville area women by providing mutual encouragement, education, and a strong network of contacts.

The Network has an annual member-

ship of about 200 women. These women represent a broad cross-section of the community, both in terms of their interests and their professions. The diverse membership includes attorneys, managers, social service professionals, accountants, educators, business owners, and elected officials.

The Network also encourages cooperation and understanding among women, recognition of the contributions of women to the Gainesville area, and the development of sub-networks based upon mutual interests.

Meetings are held the last Wednesday of each month at noon at the Ironwood Restaurant. The meetings consist of guest speakers, information and job announce-

ments, and time for networking. The Network also sponsors conferences, provides employment listings, and publishes a membership directory which includes the professional responsibilities and personal interests of members.

To receive information about the next luncheon, write to the Network, c/o Santa Fe Community College, P.O. Box 1530, Gainesville, Florida, 32602, or call Helen Hogg at 377-5161, Ext. 305. Prepaid reservations are required.

To join the Network, send a check for \$15.00 annual dues to the above address, or contact the treasurer at any luncheon meeting. Guests are welcome to attend two luncheon meetings before joining the Network.

CONFERENCE REPORT AND UPDATE

Jane Brody, author of *Jane Brody's Nutrition Book* and *The New York Times Guide to Personal Health* key noted the *Women's Wellness Conference* sponsored by the Resource Center: Focus on Women, the North Florida Regional Hospital Wellness Center and the Gainesville area Women's Network at Santa Fe Community College. Over 100 participants were involved in workshops relating to such topics as: "Ten Prescriptions for a Healthier You; Doctor, Tell Me; How to Become Addicted to Exercise; and Aging - The Double Standard".

The first week in February has been targeted for the Seventh Annual Conference focusing on women's concerns and needs and will be held at Santa Fe Community College's Northwest Campus. Further details will be available in the next issue of the Newsletter - Focus on Women, December 1983.

OUTSTANDING WOMEN STUDENTS

Five women have been honored as "outstanding Women Students" by the Commission of the Status of Women at the Santa Fe Community College. The award certificates were presented by Mr. Guy Andrews at a ceremony preceding the Board of Trustees meeting on November 16th.

Candidates, who were recommended by faculty and staff members, were selected on the following criteria: academic excellence, achievements in special fields, contributions to the College or the community, persistence in overcoming handicaps, and uniqueness of endeavors.

The women so honored were:

Sue Trieste - Major: Recreational

Therapy; GPA: 3.85; Graduation: April 1983.

Patricia M. Valleau - Major: Nursing, ADN Program; GPA: 4.0; Graduation: June 1984.

Cara O'Connell - Major: Cardiopulmonary Technology; GPA: 4.0; Graduation: Winter 1982.

Rita C. Avenancio - Major: Environmental Science; GPA: 3.5; Graduation: June 1983.

Frances E. Armitage - Major: Chemistry and Physical Sciences; GPA: 3.69; Graduation: December 1982.

Our congratulations to these winners and to all the nominees as well.

WOMEN AND WORK: MAKING IT WORK

(The following is an excerpt from a United Press International release by Patricia McCormack which appeared in the Tampa Tribune the 22nd of May.)

When working women level with other working women about how to succeed in business, there's talk of mentors, stress reduction and burnout — "when your sizzle fizzes".

Words on such topics — and more — are between the pages of a 30-cent booklet, "Women and Work, Making it Work".

The advice has been harvested from experts in dozens of workshops that have sprouted up nationwide since 1977, sponsored by the Clariol Loving Care Scholarship Program and led by women and men.

The scholarship program is for women over 30 who have interrupted their education and career goals for family and financial responsibilities.

A surprise came from authority, Christina Darwall, T'e partner in McKinney and Company, international management consultants, San Francisco, advocates women brush up on "playing by the boys' rules".

She claims females missed something when they had neither team sport nor military experience — "we never learned the rules of the game".

She recommends these boys' rules:

- Don't refuse to play by the boys' rules just because they were thought

up by the boys. A lot of them make sense.

- Think positively and plan ahead the way men were taught to do at an early age. Plan your career. Make it happen.

- Learn to be a team player and accept all kinds of people on your team.

- Use the lines of authority that exist in a corporation (football players talk first to the quarterback then the coach).

- Don't be afraid to compete.

- Send out a clear signal that you are a business person and that is how you expect to be treated.

"Honor your boss" is one of the edicts from another successful woman. Katherine August, the president and treasurer, PMI Group of Companies, San Francisco, said.

"Honor your boss and both of you will succeed. If you don't get along, change your relationship or get a new job."

It also helps if you try to be a good general.

"When your troops perform well, give them the credit, and when they err, take the blame," August said.

A success secret shared by Linda Kline, president of Kline-McKay Inc., executive search consultants, New York:

"Seek out a mentor, a sponsor, someone who is interested in helping you get

along because you may make him or her look good."

August added: "Have more than one mentor to provide different kinds of support — both outside the company and in other departments," she said.

"When your sizzle fizzes" is a topic Dr. Rosalind Forbes talks about. That's what happens when you have burnout, she said. The president of Forbes Stress Consultants, New York, provided this formula for preventing burnout:

- Realistic self-acceptance and self-responsibility. Balance your time for activities that bring you enjoyment.

- Take care of yourself physically for more energy and more resiliency in handling day-to-day pressure.

- Stop dwelling on failure and negative experiences.

Work and stress are related, other experts say in "Making it Work".

Dr. Penelope Pussianoff, psychologist, said: If you don't have stress, you become a corpse. The problem is how do you deal with stress...and I think women do not deal.

"I think looking for exciting work, and demanding exciting work, is of the essence in not being worn down into depression."

For a copy of "Women and Work: Making it Work", P. O. Box 14174, Baltimore, Md. 21268.



from SANTA FE COMMUNITY COLLEGE

Office of Information and Community Relations
3000 N. M. 68th Street, Santa Fe, NM 87500
(505) 977-4101

Barbara Foster
"In the Community"

Contact: Laura Chambless
ext. 269

A new training program designed to prepare women and men for entry-level positions in Videogame and Vending Machine Repair is being offered by the Sex Equity in Vocational Education Program at Santa Fe Community College.

Instruction will be provided in basic electronics, basic refrigeration, employability skills, physical conditioning and developmental skills.

The program will run for approximately six to eight weeks, beginning April 4. Apply in person at SFCC, Bldg. A, Rooms A-243 and A-233, Mon. through Thurs. from March 14 - March 24. The approximate cost of this program is \$70. CETA funding is available for eligible participants.

For more information, contact SFCC's Sex Equity Program.

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ALACHUA COUNTY

COMPREHENSIVE EMPLOYMENT TRAINING PROGRAM

730 NORTH WALDO ROAD, SUITE F
GAINESVILLE, FLORIDA 32601
PHONE (904) 374-5280

July 26, 1983

Linda Lonza-Kaduce, Coordinator
Sex Equity Program, Room A-243
Santa Fe Community College
3000 N.W. 83 St.
Gainesville, Florida 32601

Dear Ms. Lonza-Kaduce,

It is with great pleasure that I have the opportunity to express my support of the Sex Equity Program.

My acquaintance with the Sex Equity Program has been recent, since January, 1983, and was initiated by the opportunity afforded three of our CETA trainees to participate in the Video and Vending Machine Repair Program.

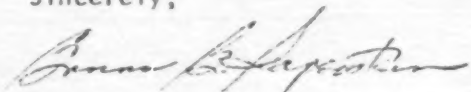
The testing, screening and assessment of potential students was thorough and involved both subjective and objective evaluation. The comments from the CETA trainees were positive; they felt that during the rigorous testing the staff was encouraging and supportive of their efforts.

I was impressed with the curriculum, involving technological training, employability skills and practical application. The students enjoyed the classes and felt that they had acquired sufficient skills to compete in the job market.

Having participated in the simulated interviews with two of the students, I again was impressed with the quality and professionalism of the program in preparing them for the job search. They were knowledgeable regarding their area of expertise, informative and confident.

The Sex Equity Program provides a needed opportunity for women to realize their potential in non-traditional careers and I strongly support the continuation and expansion of this program. It strives for the highest standards and the result is excellence.

Sincerely,



Bonna B. Saperstein
Training Specialist

BS/cb



STATE OF FLORIDA
DEPARTMENT OF LABOR AND EMPLOYMENT SECURITY
Division of Employment Security

Local Office
Florida State Employment Service
P. O. Box 910
Gainesville, Florida 32602
July 22, 1983

Linda Lanza-Kaduce, Co-ordinator
Sex Equity Program
Santa Fe Community College
3000 N. W. 83rd Street
Gainesville, Florida 32601

Dear Ms. Lanza-Kaduce:

Just a note to let you know how much I value the Sex
Equity and Focus on Women Programs.

They fill a much needed service in the community that
would be sorely missed if the programs ended.

The employability skills program which you have is ex-
cellent, and I think the training programs you offer are
very useful in increasing participants' opportunities in
the job market.

Thanks again.

Sincerely,

FLORIDA STATE EMPLOYMENT SERVICE

W. J. Krieck, Manager

Joanne O. Harbin
Joanne O. Harbin
Employment Counselor

WJK:JOH:jjm

SANTA FE COMMUNITY COLLEGE

POST OFFICE BOX 1530

3000 N W 83 STREET

GAINESVILLE, FLORIDA 32602

OFFICE OF ACADEMIC AFFAIRS

July 28, 1983

Ms. Linda Lanza-Kaduce, Coordinator
Sex Equity Program in Vocational Education
Santa Fe Community College
3000 N.W. 83 Street
Gainesville, Florida

Dear Ms. Lanza-Kaduce:

The Sex Equity Program at Santa Fe Community College has been consistently performing a valuable service for students striving to enter non-traditional careers.

The I.M.T.S. Lab has been fortunate to participate with Sex Equity in several programs in the past. Most recently we were involved in the Video Game and Vending Machine Repair Training Program sponsored by Sex Equity in the spring. We assisted in the application process and taught the basic math component; the cooperation and support shown to us by the Sex Equity Program throughout the tenure of the short course was most appreciated. The quality of the program was outstanding both in terms of skills learned and in terms of the rapport established between the Sex Equity staff and students. Morale was very high among the students, they developed a high level of skills and self-confidence, and they had several real job possibilities awaiting them at the end of the course.

The Sex Equity Program has provided excellent opportunities for students who want to change the course of their lives by entering non-traditional programs and careers, and we look forward to participating in future joint projects.

Sincerely,



Angie Clifford, Learning Manager
I.M.T.S. Lab

AC:ns

SANTA FE COMMUNITY COLLEGE

POST OFFICE BOX 1530

3000 NW 83 STREET

GAINESVILLE, FLORIDA 32602

APPENDIX N

OFFICE OF ACADEMIC AFFAIRS

June 7, 1983

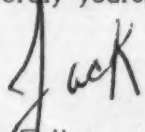
Ms. Linda Lanza-Kaduce
Project Coordinator
Sex Equity Program
Building A, Room 233
Santa Fe Community College
Gainesville, Florida 32602

Dear Linda:

Thank you for your letter regarding the graduation of students in the Video Game and Vending Machine Repair Training Program. I talked with several students at the graduation ceremony and could tell from their comments that it had been an excellent experience for them.

Thank you for assuming the responsibilities for this training program and for continuing to make it a model program in the state and nation.

Sincerely yours,


Jack Fuller
Dean of Vocational Education
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SANTA FE COMMUNITY COLLEGE

POST OFFICE BOX 1530
3000 N.W. 83 STREET

GAINESVILLE, FLORIDA 32602

APPENDIX O

OFFICE OF STUDENT DEVELOPMENT
Work Exploration Center

August 9, 1983

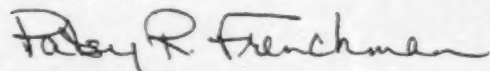
Linda Lanza-Kaduce, Coordinator
Sex Equity Program
Santa Fe Community College
3000 N.W. 83rd Street
Gainesville, Florida 32602

Dear Linda,

It has been our pleasure to work cooperatively with the Sex Equity Program. The Work Exploration Center has found your students to be highly motivated and challenging. Due to your commitment to thorough testing and appropriate placement your training programs have been highly successful. Your excellent placement rate has made it possible for you to actually change people's lives for the better.

We are looking forward to continuing to evaluate students for you. It is rewarding to participate in the selection process for a program as meaningful as yours.

Sincerely,



Patsy Frenchman
Coordinator
Work Exploration Center

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